



LOUGHBOROUGH
PRIMARY SCHOOL

Loughborough Primary School & Children's Centre

Behaviour Policy

2020 - 2021

Laura McPhee
Headteacher

Sarah Haines
Chair of Governors

Loughborough Primary School is a place of excellence where children can achieve full potential in their academic, creative, personal, physical, social, moral spiritual and cultural development

Our Mission:

- All children will be high achievers who fulfil their potential
- All children and adults have the right to be treated equally and with respect
- Children will take pride in what they do and be inspired to become life-long learners
- Everyone has the right to learn and work in a happy, enjoyable and safe environment
- The partnership between school, family and our local community is strong and effective.
- Children develop as healthy citizens who are equipped to participate fully and responsibly in a 21st century world

It is the right of every child in the school to feel safe and secure in their learning environment and have every opportunity to enjoy learning without distraction from others.

It is the right of every teacher and adult in the school to be able to teach without obstruction and to work in a mutually respectful environment.

At Loughborough Primary we:

- We teach children to take responsibility for their behaviour
- Teach responsible behaviour to our pupils using a range of strategies.
- Raise pupil self esteem and awareness of wider community and societal expectations of good manners and personal conduct.
- Are explicit about what adults and pupils at Loughborough Primary School can expect from each other.
- Integrate behaviour management into all areas of school life through a structured and consistently applied hierarchy of praise and sanction.

Staff Responsibilities:

This document outlines a hierarchy that will ensure the appropriate degree of seriousness attached to incidents through the fair and consistent use of both the sanction and the staff members who are involved.

All members of staff have a responsibility to proactively ensure adherence to our behaviour expectations. To ignore an incident is to condone it.

Core strategies for ensuring outstanding behaviour at Loughborough Primary School are:

- *Quality first teaching* (inclusive, challenging, fun & inspiring) supported by outstanding planning and forensic assessment.
- *Marking which provides feedback and achievable targets* that encourage positive learning and 'can do' attitudes
- *Good relationships with parents* built up by being available in the playground at the start & end of the day and by informing them of good behaviour as well as poor behaviour.
- *Rewards* – e.g. actively noticing good behaviour, lining up points leading to class rewards, house points/, achievement assembly, positive messages to parents.
- *Remembering a teacher's own role in the behaviour of a class* & being aware of the reason that may lie behind behaviour e.g. through inappropriate activity or timetabling, teacher tiredness, excitement over planned events, breaks in routine, accessibility of resources, building positive & quality relationships,
- Knowing that an extremely agitated or angry child will not listen until they have calmed down.
- Knowing that humour can be an extremely powerful behaviour management tool.
- Teachers giving explicit direction and being clear with reasons for actions and consequences for actions e.g. 'I have moved you because you were disturbing other children and if you continue to talk I will sit you on your own'
- Balance of reward & sanction – not punishing a whole class for the actions of individuals.
- *Building positive and respectful relationships* between teachers & pupils.
- By not engaging children in protracted discussion about incidents but simplifying them in relation to school expectations e.g. 'I understand that you are upset but you are disturbing the learning of other

children and I cannot allow you to do that' 'You kicked someone and even though you were provoked it is still unacceptable'.

- To clearly set the expectation that respect means pupils not raising their voice at you or answering back.
- By refusing to engage in shouting matches.
- By utilising *choice direction* e.g. *'You can either complete this work now or you can complete it at playtime, it is your choice.'*
- By listening but being clear that your decision is final.
- Avoiding an over reliance on 'time out' in other classrooms as this can undermine an individual's authority, severely restricts learning opportunities and can cause greater disruption to other classes. A class teacher needs to assert initial authority over a situation, setting behaviour expectations to other children. The exceptions to this are Stage 3 behaviours (Sanctions).
- Actively discouraging children from leaving the classroom to use the toilet during lesson times (taking into account the age of the children and/or clear medical evidence on file). At times it might be appropriate to send children to the toilet with an escort.
- All children are expected to enter and leave assembly quietly and to *walk* around the school on the left in *single file* calmly.
- *Ensuring that when a sanction is used it is fair and appropriate* for the action.
- *Knowing the children as individuals.* This means where they are in their learning, how they learn, what sort of people they are, and the best way to support them encouraging confidence, self-esteem and positive relationships with other children and adults.
- *Helping children become independent and active learners,* encouraging them to think for themselves, develop their own opinions, and to organise their time and resources effectively, with support from adults in class.
- Using role play/drama and circle time to help children develop strategies to deal with situations and giving the child strategies to deal with a situation if it should arise again.
- Negotiating class rules with the children at the beginning of a school year.

Restorative Justice

- Conflicts are investigated fully by a member of staff.
- Children involved are given the opportunity to share their concerns and views about the conflict.
- Member of staff acts as a negotiator between the 2 parties agreeing a contract or arranging a meeting between the 2 parties.

- Members of staff then act as a facilitator to resolve the conflict and encouraging the 2 parties involved to seek a resolution. **This is an important aspect of Equal Opportunities.**

The Parents'/Carers' Responsibilities

For pupils to achieve their full potential it is essential that there are links and clear communications between home and school. Central to this is the understanding that teachers, parents and carers *all* want their children to succeed and be safe and happy within and beyond school.

Parents can support their child to adhere to the expectations of the school community by:

- *Explaining to your child what school is for:* a place for learning where he/she will be learning and interacting with other people and that means sharing – books, equipment, adult attention and co-operating with others.
- *Helping your child with his/her learning.* This means showing an interest in what your child has done at school, sharing reading books, ensuring homework is completed, looking after and returning borrowed books or resources (books are expensive and we may have to charge to replace damaged or lost books) and attending parents' meetings and open evenings to discuss your child's progress with the class teacher.
- *Supporting the school.* Any worries or concerns should be shared first with the class teacher. It is not always appropriate to voice your concerns in front of your child or other children in a public place. Make an appointment. We are always willing to listen and come to a shared understanding.
- *Acting on messages from the school.* This may mean praising your child at home for actions at school or discussion and sanctions at home to support those imposed at school as well as understanding that undermining your child's teacher in front of your child will create further situations that may be very difficult to repair.
- *Understanding that children also learn from watching the behaviour and actions of their parents and siblings.* If the parent/carer criticises the school or acts in an antisocial way, the child will do the same, and this will affect his/her learning. Parents/carers who do not co-operate reasonably with school staff or who become abusive will be asked to leave the school premises and will not be allowed back until the situation has been resolved.
- *Sending your child to school on time,* every day when he/she is fit enough to come, to notify school if he/she is not fit enough to come, and to collect him/her if they do not go home on their own.
- *Sending your child to school ready to learn.* Children need to concentrate to learn, and therefore need to be fit and well, to have had enough sleep, to have eaten, and to be suitably dressed.
- *Communicating with the school any special medical needs,* or any special circumstances at home that may affect your child's learning.

Please note: During the school day all parents, carers and visitors must report to the school office before contacting any other member of the staff or children. It is not acceptable for parents to contact staff when they

are teaching. Equally, it is inappropriate for parents to approach support staff directly about their child's behaviour without first consulting the class teacher, Deputy or Headteacher. Additionally, it is inappropriate for parents to canvass and seek the views of other parents in relation to behaviour issues specific to their child.

The Child's Responsibilities

Examples of the behaviour we require from children in and out of the classroom are:

- To co-operate with other pupils and staff
- To take responsibility for their own actions
- To develop self-control
- To be polite and well mannered
- To be honest
- To follow our class charters
- To respect the feelings of others, and learn to sort out difficulties without using physical or emotional violence
- To respect other children's and the school's property
- To listen when asked and wait their turn
- To work hard, not waste time and allow other children to do the same. **This is an important aspect of Equal Opportunities.**
- To try to produce their best in all aspects of school life.

Reward Systems

The most effective form of behaviour management is one which notices where good behaviour is occurring and promotes it. We hold weekly achievement assemblies where adherence to our ethos and/or positive behaviour and hard work of children from each class is celebrated and a message is sent home to their parents.

Within each classroom there is an expectation that there will be reward systems related to individual, group and whole class achievements including stickers, achievement charts.

Sanctions

The sanctions grid overleaf outlines a hierarchy of sanctions and record keeping to guide teachers in consistency of approach across the School.

	Behaviour	Appropriate Sanctions	Comments
Stage 1	Aggravations Calling out Wandering about classroom Running in the school building Not putting hand up to talk Interrupting other pupils Ignoring minor instructions Silly noises/Minor Annoyances Pushing in the line Talking during silent work Minor Playground Incidents	Eye contact Reminders Verbal telling off Statement of inappropriate behaviour and consequences for repeating it (given by adult) Change of seating Name written on board 5 Minute playground cool down period Tactically ignore	Not recorded. No other staff members involved. Peer Mediators TA & Teachers on duty deal with playground incidents After repetitions within a small time frame then move to stage 2
Stage 2	Less Serious <i>Repeated stage 1 behaviour</i> Eating sweets in school Refusal to work/Unacceptable output Deliberate disruption Accidental damage through carelessness Cheek, off hand comments Minor challenge to authority Minor, non - directed swearing Repeatedly annoying other children Playground skirmish Being in a building unauthorised Spitting	Separation from the rest of the class within classroom Writing a letter of apology during breaktime Child to sit apart from class/group 5 - 20 minute lunchtime/playtime detentions to complete unfinished work Repair/clean-up of damage. Yellow card	Peer Mediators TA/Teacher on duty to report playground incident to class teacher First Yellow – Time out in class Second Yellow – Time out in partner class (Max 20mins) Repeated yellow card incidents within a short time frame to be reported to SLT Second yellow cards sent to SLT each week Log second yellow cards and reason on C-POMS
Stage 3	More Serious <i>Repeated Stage 2 Behaviour</i> Deliberately throwing small objects with intention of harming or breaking them. Harming someone Damage to school/pupil property Leaving class without permission Repeated refusal to do set tasks Deliberate rudeness to adults Harmful/offensive name calling/ directed swearing at another child More serious playground incidents/ fighting Bullying	Informal contact with parents by class teacher Separation from the rest of the class Red card - external removal from classroom Writing a letter of apology during breaktime Behaviour chart - monitored to Year Group Leader /Assistant Headteacher copy sent home at end of week to parent Internal exclusion/playground exclusion/ complete pupil behaviour Withdrawal from whole school events where appropriate	Incidents Parental contact recorded on yellow form & circulated (kept on file) Reported to member of SLT Repeated red card incidents within a short time frame to be reported to SLT Log all red cards and reason on C-POMS
Stage 4	Very Serious <i>Repeated Stage 3 Behaviour</i> Repeatedly leaving the classroom without permission Fighting in the classroom Serious fighting & intentional physical harm to other children Throwing large dangerous objects Serious challenge to authority Verbal abuse/swearing to any staff or parent Bringing the school into disrepute e.g. on public transport, road. Vandalism/Graffiti Stealing Persistent bullying Racist incidents Truancy	Formal telephone call/contact/ letter/ meeting with parents Possible recompense for damaged property from parent School 'community service' Behaviour chart/ 'On report' monitored by Assistant Headteacher/ Deputy Headteacher - copy sent home at end of week to parent Withdrawal from whole school events where appropriate. Internal exclusions Possible fixed term exclusion up to 15 days/Permanent exclusion Exclusion from site at lunchtimes After school/weekend detentions	Requires immediate involvement of Deputy/ Headteacher Where appropriate place on SEND register Involvement of outside agencies Incidents recorded on red form and personalised behaviour chart (to be agreed with SLT). Log all red cards and reason on C-POMS & upload copy of behaviour chart. Parental contact recorded & circulated to relevant members of staff

Staff members have the right to confiscate items such as jewellery, mobile phones, toys and sweets and keep them in a safe place until the end of the day/school term/until collected by a parent or carer.

The wearing of inappropriate clothing or shoes as outlined in The Uniform Policy will result in a letter home. Repeated uniform violations will require the involvement of the Headteacher/Deputy.

Repeated absence or lateness as recorded by school systems will trigger interventions by the Family Liaison Officer, SENDCo and the Educational Welfare Officer.

An **Internal Exclusion** requires a student to be excluded from all contact with classmates during the school day including breaktimes & assemblies and to be supervised by an appropriate adult with the parent or carer formally informed of actions.

Dealing with serious incidents:

We have the right to take measures to keep pupils and staff safe. These measures include:

- Statutory powers to discipline pupils who behave badly on the way to and from the school, for instance when travelling on buses or trains
- Greater scope and flexibility in giving pupils detentions, which may include after-school and Saturday detentions.
- If the school feels after-school detention is an appropriate sanction, parental agreement will be sought.

Unauthorised items in school:

- If we become concerned that a pupil has brought a dangerous item into school, we will always endeavour to contact parents and seek consent before searching for 'prohibited items'. Only in the event we are unable to contact parents and the threat is imminent, will the headteacher/deputy headteacher authorise a search.
- "Prohibited items": may include but are not limited to:
 - knives and weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - fireworks
 - pornographic images
 - any article that has been or is likely to be used to commit an offence,
 - cause personal injury or damage to property.
- Staff should never search students alone – always in a pair and the person searching should be the same sex as the pupil being searched. Staff should also decide the risk involved and should not hesitate to call the police if the risk is deemed too high. Advice can be sought from the Headteacher or Deputy Headteacher if necessary. **Note:** *There is a limited exception to this rule. You can carry out a search of a pupil of the opposite sex to you and without a witness present, but **only** where you reasonably believe that there is a risk that **serious harm** will be caused to a person if you do not conduct the search immediately and where it is **not reasonably practicable** to summon another member of staff.*

Communicating the school's approach to the use of force:

- Schools do not require parental consent to use force on a pupil, please refer to the school's Positive Handling Policy.
- We do **not** have a 'no contact' policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm.
- We have an 'open door' policy, parents, carers and stakeholders are invited to meet with senior leaders to discuss the behaviour policy.

Sexualised Behaviour

Whilst it is normal for children to exhibit curiosity with regards their own bodies and physical development it is essential that clear boundaries are set to protect all children from abuse and to reflect cultural and societal expectations. It is appropriate to discuss incidents with the child, suggest alternative games, make a record of event and inform the Designated Member of Staff. **If a child discloses inappropriate serious sexual behaviour involving other children or adults it is the legal duty of the adult to inform the designated member of staff immediately.** Repeated or serious sexualised behaviour will result in a referral to social services and/or child protection agencies

Peer on Peer Abuse and Bullying: Some forms of Red Card behaviour such as inappropriate sexualised language or physical aggression may also constitute peer on peer abuse and /or bullying. They will be addressed via our Child Protection and Anti Bullying procedures.

Children who Persistently Misbehave: If a child's misbehaviour is persistent we will look at putting support into place which is tailor-made for that child. This could include a home –school link book, small group work, counselling etc. We will work alongside the child's family to support the child in improving their behaviour.

Children at Risk of Exclusion: A very few children in our school may be at risk of exclusion at any one time. Fixed term exclusions are given for serious incidents as defined in Stage 4 and Stage 5 section of this behaviour policy and/or repeated breaches of the behaviour policy. When exclusions take place, each incident is investigated by the Senior Management Team before a decision is made and the Chair of Governors is informed as well as the parent. Fixed term exclusions are applied in line with DfE guidance. We will also offer a support plan which is tailored to the needs of each child. All other options will be exhausted before an exclusion is considered.

Permanent Exclusion: We are mindful of the DfE's statutory guidance that permanent exclusion should only occur 'in response to a serious breach, or persistent breaches, of the school's behaviour policy' and 'where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school'. Permanent exclusion is only ever used as a last resort.

ASSOCIATED POLICIES

Child Protection & Safeguarding Policy

Equalities Policy

LEGISLATIVE LINKS

The Education Act 1996

<http://www.legislation.gov.uk/ukpga/1996/56/contents>

Education and Inspections Act 2006

<http://www.legislation.gov.uk/ukpga/2006/40/contents>

DfE Use of reasonable force:

<http://www.education.gov.uk/aboutdfe/advice/f0077153/use-of-reasonable-force/use-of-reasonable-force-advice-for-school-leaders-staff-and-governing-bodies>

Appendix 1

**Loughborough Primary School
Incident Report Form
Parental Contact Form**

Name of child/parent: _____

Class (Year) : _____ Date: _____

Type of contact (please circle): Telephone/ Meeting/ Letter/ Email

Concern

Action

Please attach any relevant correspondence,

Signature _____

Sign next to role then circulate: Class teacher, YGL, AHT/DHT/HT

Appendix 2

Loughborough Primary School Behaviour Chart

	Session 1 9.00-10.15	Break 10.30-10.45	Session 2 10:45 – 12:15	Lunch 12.15/3 0-1.30	Session 3 1:30 – 2:30	Session 4 2:30 – 3:30	Comments
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

Recommendations: *(to be followed up formally in writing to parent/carer)*

Yellow Behaviour Card:

Time Out

Pupil:

Class:

This pupil has received a number of sanctions in class. Thank you for taking this pupil into your class for a “time-out”, they have brought a reflection sheet to do. Please give this card to the child’s Year Group Leader at the end of today. Thank you for your help.

Sanctions applied:

Please tick

- | | |
|--|------------|
| Verbal warning and name on board. | [] |
| Time out in class away from group. | [] |
| 2 minutes missed play with teacher. | [] |
| 5 minutes missed play with teacher. | [] |

Description of behaviours:

Time out to end (maximum 20 minutes)

Teacher:

Date:

Sent to:

Red Behaviour Card:

Pupil:

Class:

This pupil has engaged in severely unacceptable behaviour as described below.

	Please tick
Swearing loudly and repeatedly.	[]
Seriously damaged property.	[]
Threatening behaviour.	[]
Racial/Sexual harassment	[]
Stealing property refusing to return it.	[]
Serious fighting resulting in injury.	[]
Leaving the class/school premises without permission.	[]

Description of incidents and witnesses:

Member of staff:

Date:

Member of SLT:

Follow-up action:

Please give this card to a member of the Senior Leadership

COVID-19 school arrangements for behaviour

(to be read in conjunction with the Behaviour Policy)

This addendum of Loughborough Primary School's Behaviour Policy contains details of four individual arrangements around behaviour.

At Loughborough we have a strong set of values that are embedded in too our every day school day. Our School Values are:

- Give their very best to their schoolwork
- Believe in their own talents
- Show resilience to face life's challenges with courage
- Love learning and desire to carry on learning
- Respect themselves and others
- Treat others kindly
-

The children understand that they are responsible for their behaviours. As there will be a significant change to how we will conduct our days. Our whole school risk assessment gives clear guideline on how the pupils will safely be able to work on a day to day. The new expectations will be explained to the children and how we will have to carry out our school days from now on.

Hygiene Expectations:

All pupils will be required to wash hands on arrival to school and throughout the day, as part of our hygiene routine. We advise student to avoid touching their mouths nose and eyes with hands.

Timetables are in place for each class, which will allow pupils to safely wash their hands without any crowding. Each class are required to stay within their 'bubbles'. Within each group there is a bubble leader that will be with the child when washing hands to ensure social distancing regulations.

We expect all pupils to cover their mouths when coughing. Pupils should also try to sneeze into a tissue or arm to avoid spreading any fluids. When tissues are used they should be disposed of in the correct bins.

The phrase 'Catch it, bin it kill it' is a key part of every day school life and all pupils should become familiar with this phrase. If a child is experiencing any symptoms of Coronavirus they should let an adult know right away. Each bubble of pupils will have a first aider nearby who will be equipped to deal with the situation.

Classroom:

All student will be supplied with their own personal work equipment that is used with high frequency i.e. pencil, pen, ruler. Items that have come from home should not be brought into school. Water bottles are allowed and should be brought in, as water fountains will be shut off to avoid transmission. Pupils will need to stay seated when in class unless asked by class teacher to promote social distancing.

Playtimes/Lunchtimes:

During playtimes there will be allocated areas that pupils will be allowed to play. Pupils must try to adhere to social distancing measures.

Transitions and Moving Around School:

Teachers are responsible for the way their children move around the school when out of the classroom. Children must move quietly and keep to the right on the stairwells. Systems that have been implemented due to **COVID -19** need to be followed at all times, as it is paramount for the safety of everyone around. Pupils will need to follow the new system of entering school and departing. When moving around pupils will try to adhere to social distancing all times especially when queuing. This will also be applied to when on the playground. There will be strict restrictions on how we move around the building to make sure that everyone remains safe. Pupils are required to stay in their 'bubble' with their bubble leads throughout the whole school day.

Teachers need to teach pupils appropriate behaviours for moving around the school. Teachers ideally should lead their class from the front of the student line when moving about the school, while at the same time repositioning themselves as necessary to ensure their line is moving calmly and safely around the school. Teaching Assistants can be positioned on the stairs or along the line after assembly and at break times to assist the smooth running of transition times. Pupils must follow the one-way system.

All children must have a class pass from the teacher to explain why they are not in their lessons. If a child exhibits inappropriate behaviours, it is the staff member's responsibility to apply the behaviour procedures. Any adult moving around the building should:

- Ensure children move quickly to the right place if moving throughout the school.
- Challenge any student out of lessons. No child should be sent out of lessons without a class pass.

Audience	All Staff, Governors, Parents
Date for renewal/updates/review	Annually
Named person responsible for monitoring	Governors & Headteacher
Ratified by Governors	14 th October 2020